

**Texas Education Agency
Standard Application System (SAS)**

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2015 AUG 20 AM 11:31 </div>
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	
Submittal information:	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Brownsville Independent School District	031-901 048	Besteiro Middle School	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6000418	1	Tx-034	030917579
Mailing address		City	State ZIP Code
1900 E. Price Road		Brownsville	TX 78521

Primary Contact

First name	M.I.	Last name	Title
Roni	C	Rentfro	DCSI
Telephone #	Email address		FAX #
956-548-8000	roni.rentfro@bisd.us		956-548-8229

Secondary Contact

First name	M.I.	Last name	Title
TBD		TBD	Principal
Telephone #	Email address		FAX #
956-544-3900	TBD		956-982-3759

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Esperanza		Zendejas	Superintendent
Telephone #	Email address		FAX #
(956)548-8011	drezendejas@bisd.us		(956)548-8019

Signature (blue ink preferred)

E. Zendejas

Date signed

8/18/15

Only the legally responsible party may sign this application.

701-15-107-065

Schedule #1—General Information (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the transformation model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

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	<p>across classrooms.</p> <ul style="list-style-type: none"> iii. Are designed and developed with teacher and principal involvement; <ul style="list-style-type: none"> (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. <ul style="list-style-type: none"> 2. Deliver comprehensive instructional reform strategies. <ul style="list-style-type: none"> (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increase learning time and creating community-oriented schools. <ul style="list-style-type: none"> (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: <ul style="list-style-type: none"> i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. (B) Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. <ul style="list-style-type: none"> (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
8.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Texas state-design model</u>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <i>Early College High School</i> (ECHS). In doing so, the LEA/campus will implement the following:</p> <ul style="list-style-type: none"> 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. 2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree. 3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
 - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
 - (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.

- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

- 9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
 - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- [Texas Education Code §29.908](#)
- [Texas Administrative Code §4.161](#)
- [19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

- 9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
 - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
 - (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
 - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
 - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
 - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
 - (J) Program evaluation to ensure continuous improvement;
 - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
 - (L) Evidence-based health and safety standards.
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

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	<p>educators.</p> <ol style="list-style-type: none"> 9. Use data to identify and implement an instructional program that is: <ol style="list-style-type: none"> (A) Research-based; (B) Developmentally appropriate; (C) Vertically aligned from one grade to the next as well as aligned with State academic standards; (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions. 10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is: <ol style="list-style-type: none"> (A) Aligned with the school's comprehensive instructional program (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies. 12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG). 13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials. 14. Enroll in the Children's Learning Institute (CLI), <u>CLI Engage</u> platform, and utilize the <u>Texas School Ready!</u> child progress monitoring assessments with pre-kindergarten students. <p>If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.</p>
10.	<p>The LEA/campus provides assurance that if it selects to implement the <u>turnaround model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; 5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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	<ol style="list-style-type: none"> 6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards; 7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; 8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: <ol style="list-style-type: none"> (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. 9. Provide appropriate social-emotional and community-oriented services and supports for students. <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p>
11.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: <ol style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the <u>restart model</u>, the campus will meet all of the following federal requirements:</p>

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	<ol style="list-style-type: none"> 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <u>closure model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <u>Rural LEA applicant</u> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

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	<p>with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <ul style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met through the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Revised Annual Budget Breakdown

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The vision and focus of the school reform is to ultimately empower students to become life-long learners, attain academic excellence, and become responsible citizens. Besteiro Middle School constantly strives to keep classroom instruction innovative while meeting the diverse needs of students.

The need for urgent change is evident by the campus wide low scores of the Special Education (SPED) and Limited English Proficient (LEP) students throughout all grade levels. As per the 2015 STAAR Summary report, for 6th grade Reading, 21% of the LEP population and 18% of the SPED population were able to meet the Level II satisfactory score. For 7th grade Reading, 31% of the LEP students and 18% of the SPED students met the Level II satisfactory score. For 7th grade Writing, 39% of the LEP and 14% of the SPED population met the Level II satisfactory score. For 8th grade Reading, 41% of the LEP and 23% of the SPED population met the Level II satisfactory score. For 8th grade Social Studies, 46% of the LEP population and 27% of the SPED population met the Level II satisfactory score. For 8th grade Science, 46% of the LEP population and 27% of the SPED population met the Level II satisfactory score.

By utilizing the TEA Transformational Model, Besteiro Middle School will follow a plan which will ensure that high expectations and academic excellence are a core belief. All faculty and staff will be committed to meeting the needs of all students by working with a shared purpose and adhering to the vision of the school. All Besteiro Faculty and Staff will: (a) deliver lessons which include differentiated teaching methods which meet the learning styles and developmental needs of all students; (b) participate in school governance; (c) ensure that Besteiro Middle School offers students a safe and supportive environment of mutual respect and equal opportunity.

Some of the operational flexibilities that Besteiro Middle School is most in need of include: (a) The need for additional funding for all employees involved in extended school day accelerated instruction activities; (b) Additional personnel will assist with the large Special Education (12%) and LEP population (25%) at Besteiro Middle School. Detailed analysis of student's needs, which involved the TAIS process, has revealed that teachers need training which is focused on instructional strategies which target SPED and LEP students with understanding inferencing and skills which incorporate abstract concepts.

Funds obtained from the TTIPS grant can benefit the organizational structures at Besteiro Middle school by providing the funds necessary to hire additional SPED and LEP specialized staff. Students would benefit mostly from staff which will be allowed the flexibility to work directly with the groups of students that are most in need of assistance. The BISD Special Services Department will provide extra support for the current and new SPED teachers.

Currently Besteiro Middle School's capacity and resources are spread thin due to the high population of LEP and SPED students. The TTIPS funds would provide resources, updated technology and focused professional development.

Members of the TAIS process identified that the communication structure that is most lacking at Besteiro Middle School is parental involvement. Low parental participation has been documented at family night events, teacher conferences, and at department/team parent conferences. TAIS committee members representing the SPED and LEP student populations report low parental participation at ARD and LPAC meetings as well.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Parents will be provided opportunities to participate in parental involvement activities, decision making processes, campus improvement planning, and appropriate classroom activities. Parents of special ed and bilingual will be offered greater opportunities to attend weekly parental involment trainingsand participate with be part of student learning within the classroom. Teachers will participate in professional development which has a focus on the needs of special education and LEP students. Additionally the professional development that will provide to the teachers will be focused to include strategies for teaching abstract concepts such as inferencing.All core teachers will provide the enrichment classes for their own students to capitalize on the pre-established relationship with the students and to ensure that enrichment is done by a teacher who is directly reflected by the students passing percentage. In order to assist students with the greatest needs (SPED, LEP) an enrichment period which is designed to assist them with their classes will be created. Vocabulary development, test taking strategies, inferencing and other abstract thinking skills.In order to increase parental participation activities which include adult literacy, basic computer literacy, and wellness activities shall be implemented in the Fall of 2015.In order to ensure that all Besteiro Middle School Staff remain committed to the success of the TTIPS grant interventions a combined effort will include Curriculum and Bilingual Specialists, Administration, Department Chairs, and the Site Based Decision Making Committee will monitor, conduct walkthroughs, provide continous staff development for all teachers to facilitate continued professional growth and improve student success. Continuous monitoring of all programs, data analysis of student grades, benchmarks, and all STAAR tests will be used in the decision making process to ensure program success.To ensure that the most successful interventions of this grant are institutionalized successful teachers alongside administration will mentor and support new and struggling teachers so that a safety net is in place during the grant phase and beyond. All information and knowledge attained will be passed down from teachers who have been afforded an opportunity to have experience with the process, to new teachers who are new to the process. A team of Besteiro Middle School staff, which consisted of administration and teachers, worked to develop the proposed budget. The team determined funding needs based upon district and campus plans, current district and campus funding sources, student achievement gaps, campus needs and assets, and informal input from other staff members. A cost analysis was performed to ensure the reasonableness of costs when compared to grant outcomes. During the 2013-2014 school year, Besteiro Middle School's budget for total operating expenses equaled 79% of the State average. Additionally, the campus' budget for instructional leadership measured approximately 54% of the State average. Contingent upon funding, this proposal will not only assist Besteiro Middle School lower the gap between campus and State expenditure averages but it will also produce a return on investment once grant objectives are met.The Besteiro Middle School community has a strong commitment to reaching excellence in education. Besteiro Middle School is confident that campus needs are aligned with the goals of the grant; and, that the TEA Transformation Model will falicitate delivery of positive academic results for our students.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 031-901 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$384,100		\$384,100	\$756,700	\$	\$756,700	\$	\$756,700	\$	\$756,700	\$	\$3,410,900
#8-Professional and Contracted Services	6200	\$100000	\$	\$100000	\$100000	\$	\$100000	\$	\$0	\$	\$0	\$	\$300,000
#9-Supplies and Materials	6300	\$317610	\$	\$317610	\$404100	\$	\$354100	\$	\$354090	\$	\$200,000	\$	\$1,629,900
#10-Other Operating Costs	6400	\$0	\$	\$0	\$172,200	\$	\$172,200	\$	\$172,200	\$	\$86,100	\$	\$602,700
#11-Capital Outlay	6600/ 15XX	\$96,000	\$	\$96,000	\$	\$		\$		\$		\$	\$96,000

Consolidate Administrative Funds ☐ Yes ☐ No

Percentage% Indirect costs (see note):	N/A	\$	N/A	\$	N/A	\$	N/A	\$	N/A	\$	N/A	\$	
Grand total of budgeted costs (add all entries in each column):	\$897,710	\$	\$897,710	\$	1433000	\$	1383000	\$	1282990	\$	1042800	\$	\$6,039,500

Administrative Cost Calculation

Enter the total grant amount requested:	\$6,039,500
Percentage limit on administrative costs established for the program (5%):	x .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$301,975

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Schedule #7—Payroll Costs (6100)									
County-district number or vendor ID: 031-901					Amendment # (for amendments only):				
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher	2		\$56,000	\$56,000	\$112,000	\$112,000	\$112,200	\$112,200	\$504,000
2 Educational aide			\$	\$	\$	\$	\$	\$	\$
3 Tutor			\$	\$	\$	\$	\$	\$	\$
Program Management and Administration									
4 Grant Coordinator	1		\$28000	\$28000	\$56000	\$56000	\$56000	\$56000	\$252000
5 Title			\$	\$	\$	\$	\$	\$	\$
6 Title			\$	\$	\$	\$	\$	\$	\$
Auxiliary									
7 Grant Secretary	1		\$13000	\$13000	\$26000	\$26000	\$26000	\$26000	\$117000
8 Title			\$	\$	\$	\$	\$	\$	\$
9 Title			\$	\$	\$	\$	\$	\$	\$
Other Employee Positions									
10 Title			\$	\$	\$	\$	\$	\$	\$
11 Title			\$	\$	\$	\$	\$	\$	\$
12 Title			\$	\$	\$	\$	\$	\$	\$
13	Subtotal employee costs:		\$97,000	\$97,000	\$194,000	\$194,000	\$194,000	\$194,000	\$873,000
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
15 6119 Professional staff extra-duty pay			\$225,000	\$225,000	\$450,000	\$450,000	\$450,000	\$450,000	\$2,025,000
16 6121 Support staff extra-duty pay			\$2,000	\$2,000	\$4,000	\$4,000	\$4,000	\$4,000	\$18,000
17 6140 Employee benefits			\$50,100	\$50,100	\$98,700	\$98,700	\$98,700	\$98,700	\$444,900
18 61XX Tuition remission (IHEs only)			\$	\$	\$	\$	\$	\$	\$
19	Subtotal substitute, extra-duty, benefits costs		\$287,100	\$287,100	\$562,700	\$562,700	\$562,700	\$562,700	\$2,537,900
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$384,100	\$384,100	\$756,700	\$756,700	\$756,700	\$756,700	\$3,410900

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)										
County-district number or vendor ID: 031-901										Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.										
Professional and Contracted Services Requiring Specific Approval										
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years		
6269	Rental or lease of buildings, space in buildings, or land	\$	\$	\$	\$	\$	\$	\$		
Specify purpose:										
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$	\$	\$	\$	\$	\$	\$		
Specify purpose:										
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	\$	\$		
Professional Services, Contracted Services, or Subgrants										
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years	
1	External consultants such as Region One will provide educational instructional and evaluation services, positive behavior trainings, leadership training, sheltered English trainings, and other instructional trainings	<input type="checkbox"/>	\$100000	\$100000	\$100000	\$100000	\$	\$	\$300000	
2		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
3		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
4		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
5		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
6		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
7		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
8		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
9		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
10		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
b.	Subtotal of professional services, contracted services, or subgrants:		\$100000	\$100000	\$100000	\$100000	\$	\$	\$300000	
a.	Subtotal of professional and contracted services requiring specific approval:		\$	\$	\$	\$	\$	\$	\$	
b.	Subtotal of professional services, contracted services, or subgrants:		\$	\$	\$	\$	\$	\$	\$	
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	\$	\$	\$	\$	\$	
(Sum of lines a, b, and c) Grand total			\$	\$	\$	\$	\$	\$	\$	

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 031-901						Amendment number (for amendments only):						
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Handheld digital devices	Classroom instructional support	678	\$425	162300	162300	54100	54100	54090	0	\$324590
	2	B&W Laser Printers	Classroom instructional support	35	\$350							
	3	Digital cameras	Classroom instructional support	60	\$150							
	4	Digital device speakers	Classroom instructional support	35	\$149							
	5	External digital storage devices	Classroom instructional support	35	\$135							
	6	Multimedia transmit to display	Classroom instructional support	35	150							
6399	Technology software—Not capitalized					\$40000	\$40000	100000	50000	50000	50000	\$290000
6399	Supplies and materials associated with advisory council or committee					\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Subtotal supplies and materials requiring specific approval:					202300	202300	154100	104100	104090	\$50000	\$614590
	Remaining 6300—Supplies and materials that do not require specific approval:					115310	115310	250000	250000	250000	150000	\$1015310
	Grand total:					317610	317610	404100	354100	354090	200000	\$1629900

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page

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Schedule #10—Other Operating Costs (6400)									
County-District Number or Vendor ID: 031-901		Amendment number (for amendments only):							
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years	
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: Provide travel for tutoring and related functions.	\$	\$	\$172200	\$172200	\$17200	\$	\$516600	
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$	\$	\$	\$	\$	\$	\$	
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$	\$	\$	\$	\$	\$	\$	
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$	
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$	
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$	
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$	\$	\$	\$	\$	\$	
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	
Subtotal other operating costs requiring specific approval:		\$		\$	\$	\$	\$	\$	
Remaining 6400—Other operating costs that do not require specific approval:		\$		172200	172200	\$172,200	\$86,100	602,700	
Grand total:		\$	\$	\$172200	\$172200	\$172200	\$86100	\$602,700	

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 031-901						Amendment number (for amendments only):					
15XX is only for use by charter schools sponsored by a nonprofit organization.											
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years	
6669/15XX—Library Books and Media (capitalized and controlled by library)											
1		N/A	N/A	\$	\$	\$	\$	\$	\$	\$	
66XX/15XX—Technology hardware, capitalized											
2	one class set of lap top computers/cow (sped,lep)	30	\$1200	\$36000	\$36000	\$	\$	\$	\$	\$36000	
3	10 new Smartboards	10	\$1500	\$15000	\$15000	\$	\$	\$	\$	\$15000	
4			\$	\$	\$	\$	\$	\$	\$	\$	
5			\$	\$	\$	\$	\$	\$	\$	\$	
6			\$	\$	\$	\$	\$	\$	\$	\$	
7			\$	\$	\$	\$	\$	\$	\$	\$	
8			\$	\$	\$	\$	\$	\$	\$	\$	
66XX/15XX—Technology software, capitalized											
9	Rosetta Stone	90	\$500	\$45000	\$45000	\$	\$	\$	\$	\$45000	
10			\$	\$	\$	\$	\$	\$	\$	\$	
11			\$	\$	\$	\$	\$	\$	\$	\$	
12			\$	\$	\$	\$	\$	\$	\$	\$	
13			\$	\$	\$	\$	\$	\$	\$	\$	
66XX/15XX—Equipment, furniture, or vehicles											
14			\$	\$	\$	\$	\$	\$	\$	\$	
15			\$	\$	\$	\$	\$	\$	\$	\$	
16			\$	\$	\$	\$	\$	\$	\$	\$	
17			\$	\$	\$	\$	\$	\$	\$	\$	
18			\$	\$	\$	\$	\$	\$	\$	\$	
19			\$	\$	\$	\$	\$	\$	\$	\$	
20			\$	\$	\$	\$	\$	\$	\$	\$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life											
21				\$	\$	\$	\$	\$	\$	\$	
Grand total:				\$96000	\$96000	\$	\$	\$	\$	\$96000	

Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 031-901		Amendment # (for amendments only):	
Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Category	Number	Percent	Data Source
Total Enrollment	910		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	908	99.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	2	0.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	904	99.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	205	22.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	127	14.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	153		2014-2015 PEIMS report
Disciplinary placements in In-School Suspension	137		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	18		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	12		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0.0		2014-2015 PEIMS report #425; code #C164
Attendance rate		97.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		DNA %	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	DNA	DNA%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	474	66%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As per the 2015 STAAR report, 25% of the student population at Besteiro Middle School is identified as English Language Learners (ELL). The attendance rate of the ELL population at our campus increased from 96.4% (2012-2013) to 97.1 % (2014-2015).

Within the same timeframe, Besteiro Middle School has experienced an increase of 1.4% in special education and 1.6% in ELL students. Respectively, the increase in special education students has resulted in the addition of a second life skills classroom in 2014-2015.

Additionally, Besteiro Middle School has a high percentage of economically disadvantaged students. As per the State of Texas Assessments of Academic Readiness (STAAR) summary report, and the Texas Academic Performance Report (TAPR), Besteiro Middle School's student population is 100 percent economically disadvantaged.

Parents have a low participation rate (22%) for attending teacher-parent conferences, family night events, and literacy events, based on analysis of teacher department/team binder notes and sign-in sheets.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	70.1		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	53.1	75.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	6.9	9.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2.1	2.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	8.0	11.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	1.0	1.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	46.8	88.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	3.3	6.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	1.0	1.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	1.9	3.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	15.1	28.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	10.0	18.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	20.2	37.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	6.0	11.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	42,962		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	44,689		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	46,395		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	50,485		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years	61,076		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	33	32.3%	2014-2015 Brownsville ISD Human Resources
Staff with Bachelor's degree as highest level attained	53	52.0%	2014-2015 Brownsville ISD Human Resources
Staff with Master's degree as highest level attained	15	14.7%	2014-2015 Brownsville ISD Human Resources
Staff with Doctoral degree as highest level attained	1	1.0%	2014-2015 Brownsville ISD Human Resources

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Besteiro Middle School staff is composed of 70.1 staff members. According to the 2013 – 2014 Texas Academic Performance Report, reports pertinent staff information as follows:

Teachers	53.1
Professional Support	6.9
Campus Administration	2.1
Educational Aides	8.0

Total Minority Staff	65.7
African American	1.0
Hispanic	46.8
White	3.3
American Indian	1.0
Pacific Islander	1.0

Males	19.0
Females	34.1

According to the same 2013 – 2014 report, 3.5% of the staff at Besteiro Middle school were beginning teachers, 28.5% had between one and five years of experience, 18.7% had between six and ten years of experience, 37.9% had between eleven and twenty years of experience and 11.3% had over twenty years of experience.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							241	294	291					826

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							12	15	15					42

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Schedule #13—Needs Assessment

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Members of the Campus Planning Process Team included Administrataion, teachers representing different grade levels/content areas, representatives from the school improvement team, Department Chairs, Team leaders, and the members of the Site Based Decision Making Team (SBDM).

The Planning process team meets throughout the year and has focused meetings before and after benchmark exams, and when results from the STAAR exam have been posted. A continus planning process occurs daily through team and department meetings who analyzize weekly and six week assessments (Quizzes, Tests, and Student Work Samples) while faculty meetings occur on a minimum of a bi-weekly basis. Faculty meetings commonly include the following: teacher/student interaction experiences; (b) campus wide discipline issues; (c) campus wide student safety concerns; and (d) trends regarding parental participation rates.

To ensure that quality decision making is taking place, the Campus Planning Process Team considers all available data and input from all stakeholders. Common data that is frequently analized and considered throughout the continus improvement process included student STAAR scores, Report card grades, Progress report grades, individual and cumualitive student attendance trends, student behavior trends, and individual student concerns which arise.

Towards the end of the 2014-2015 school year, Besteiro Middle School campus administration: Irene Hernandez (Principal), Ross Rogers (Dean), Nina Garcia (Assistant Principal), and Frank Saucedo (Assistant Principal) engaged faculty/staff at campus activities including TAIS process, and department meetings, to review, evaluate, and discuss campus research based instructional interventions for the 2015-2016 school year. The data that was analyzed included the following: 2013-2015 STAAR summary reports, student attendance rates, benchmark scores, and reports from the district's benchmark reporting system (TANGO).

At the beginning of the 2015-2016 school year, campus administration and a team of teachers that was representative of all Besteiro Middle School staff met during the month of August to discuss the areas of need for the students by utilizing the TAIS Continous Improvement Process which includes data analysis, needs assessment, and a campus improvement plan. Additionally, the Campus Improvement Plan (CIP) was reviewed and used as a guide while simultaneously insuring the current needs of the students were being addressed.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.☒ Transformation☐ with Rural LEA Flexibility modification☐ Texas State-Design Model☐ Early Learning Intervention Model☐ Turnaround☐ with Rural LEA Flexibility modification☐ Whole-School Reform☐ Restart☐ Closure**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The transformation model emphasizes an evaluation system which takes into account student growth and provides a platform which will allow for greater emphasis on special student populations which have been identified for having increased academic need. The transformational model is the best fit for addressing the needs of the Special Education and the LEP Student population.

The Transformational model is attractive to Besteiro Middle School employees because it incorporates an approach which rewards school leaders, teachers, and other staff who contribute to overall student achievement and improved campus culture.

The transformational model allows for high quality, job embedded, professional development in the areas of greatest need as expressed per campus data.

Teachers will be motivated by the paradigm shift which the transformational model facilitates and increases opportunities to improve best practices. The transformation model offers a structured way to reward teachers for increasing student achievement.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Besteiro Middle School stakeholders were notified to take part in the needs assessment and planning process by direct phone calls, marquee advertisement, at parent teacher meetings, by front office staff and notification through the BISD website. On August 4, 2015 at 3:30 pm business representatives, parents, students, teachers, school administration, custodians, school counselors, and central administration met to discuss and vote on the intervention model.

All available models were presented to the stakeholders and described in detail. The presentation began with prompting stakeholders to express their expectations for the students learning experience at Besteiro Middle School. The parents were seeking a school that had a clear focus, had high expectations for students and staff, was committed to continuous high standards for the students, helpful and meaningful parental involvement, high quality professional development for the teachers, and a school which would teach the students to the maximum of their ability.

Once the stakeholders expressed their concerns, and a description of all available school models presented through the TTIPS grant were explained. The final vote indicated that the transformational model most closely matched a model which would prepare the entire school with the desired skills and environment expected by the stakeholders. All representatives were allowed to vote and express their opinion of plan components which they believed would help the school.

In order to engage the community on an ongoing basis, Besteiro Middle School will continuously communicate to all stakeholders throughout the school and learning community via a consistently updated school website, parental involvement meetings, flyers, At Meet the Teacher Night, open house, family nights, fine arts and sports performances, and motivational rallies.

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Schedule #14—Management Plan

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Will be responsible for providing support for the campus through the Grants Department.	Doctorate in Education and a Masters Degree with a certificate in Administration
2.	Area Assistant Superintendent for Curriculum and for Besteiro Middle School	Will be responsible for providing support for the campus and through Curriculum Specialists such in the areas of Math, ELA, Science, Social Studies, Bilingual Education, and Special Education.	Masters Degree in Education Administration with a certification in Mid-Management (Administration)
3.	Campus Administration	Will be responsible for the development, implementation, and evaluation of the grant. This includes Principal, Assistant Principals and Dean. Will ensure all Staff Development is provided as per grant requirements.	A Masters Degree and a Certificat in Administration
4.	District Support Specialist	Reading, Math, Writing, Social Studies and Science specialists, as well as Bilingual Education and Special Education specialists will be responsible for providing individualized assistance to the principal, Dean of Instruction, Teachers, and Students	A Masters Degree and a Certificat in Administration.
5.	Parental Liason District Administrator	Will be responsible for giving information to work with campus Liaison to ensure that contact is made with parents and that activities are held at least on monthly basis	A Masters Degree and a Certificat in Administration
6.	Campus Staff and Faculty	Will be responsible for implementation of all grant instructional strategies. Will be trained in all latest research based, best practice strategies. Will be monitored by Administration and Campus TTIPS Grant Coordinator	Bachelors Degree and Teaching Certification
7.	Campus TTIPS Grant Coordinator	Will be responsible to ensure that all grant requirements and reporting is maintained according to grant specifications.	A Masters Degree and a Certificat in Administration
8.	Grants Department Administrator	Will work with Campus TTIPS Grant Coordinator to ensure proper documentation and reporting of information as required by the TTIPS Grant. Will also assist as Internal Evaluator for the grant	A Masters Degree and a Certificat in Administration

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Professional development presenter such as Gaille Fuller	Reading, Social Studies and math Instruction	Over 20 years of experience in the educational field and presenting staff development across the state at all levels. Has proven record of success.
2.	Professional Development presenter such as Dr. R. Ramirez	Science and Math Instruction	Doctoral specializing in Science and Math instruction
3.	Professional Development on Instructing the Bilingual Child	All subjects but major emphasis on language acquisition	Doctoral specializing in the Instructing of the Bilingual Student.
4.	Professional Development on Strategies for the Special Education Child	Strategies to teach the Special Education Child	Doctoral I specializing in the Instructing of the Special Education child.
5.	Professional Development on Integrating Technology into Instruction	Integrating Technology into every aspect of instruction	Doctoral I specializing in the the use of technology in instruction.
6.			
7.			
8.			

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Projected commitment will be evident by the on-going communication, promotion, and monitoring of the program through continuous review and discussion in grade level and after school meetings. A record will be kept of meetings through sign-in sheets. The Besteiro Middle School TTIPS Grant Committee and BSD core specialists will meet monthly to share data and review the effectiveness of the interventions being initiated. The targeted intervention plan will be regularly monitored to ensure that the selected interventions are consistently closing the achievement gap. The importance of remaining committed will be emphasized by the Administration, TTIPS Grant Coordinator and district level administration. The additional opportunities that the TTIPS grant will provide to staff members to become better trained will also be an incentive to the professional staff at Besteiro Middle School.

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The elements of our proposed project which are designed to significantly increase capacity and lasting change at Besteiro Middle School include:

- Increasing learning time by decreasing by 10 minutes a day from the Channel One and morning announcement time;
- Services to the Special Education population will be carefully scheduled to ensure that the Students with most needs are receiving the one-to-one assistance of a highly qualified teacher;
- Increase parental participation at all student meetings, e.g. ARD, by providing more scheduling opportunities;
- Use the trainer of trainers model to ensure continuity of all staff development sessions;
- Expand the opportunities and the focus of after-school tutorial sessions;
- Provide on-going, high quality staff development aimed at teaching the Bilingual and Special Education child;
- Provide greater responsibility for student success to all staff and faculty;
- Rearrange to school schedule to provide extended time during the day for individualized assistance;
- Schedule extended after-school opportunities to complement the end of the day assistance classes;
- The use of Cognitive Routines and Strategies to improve students' ability to learn, understand, inference, read and, thus, lead to an increase of STAAR assessment scores;
- The use of computer based learning through the Compass program for History, Reading and Math will provide a means for students to learn TEKS based lessons at a level which is consistent with student mastery; and
- The use of the Accelerated Reader (AR) program will provide a means for students to increase reading levels, comprehension levels and fluency;
- Consistent monitoring and feedback of the instructional program;
- Increase of academic nights to encourage families to experience learning together; and
- Implement a disciplinary program aimed at decreasing the number of disciplinary reports and create a safer, happier environment that is conducive to learning.

The Brownsville Independent School District provides Besteiro Middle School with a budget composed of both local and categorical funds. These funds can be budgeted to sustain the initiatives that are being recommended.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Brownsville Independent School District's Assessment, Research and Evaluation department will collect, analyze, and report on the TEA required performance-based measures as well as additional performance measures at baseline and follow up to more comprehensively determine the effectiveness of the program.

Benchmarks will be set for each six weeks marking period to ensure that more immediate results can be measured and successes celebrated along the way. Methods of evaluation will include both quantitative and qualitative data collection. The evaluators will extract data from PEIMS for data evaluation. Qualitative data will include student and parent surveys and observations of interactions between teachers and students.

Formative evaluation will be ongoing in the following ways: sign-in sheets and evaluation for professional development activities, frequent observation of classroom instruction by campus administration, sign-in sheets and agendas for departmental meetings during teacher planning time will be collected. Thorough documentation monitoring and reporting will allow program staff to anticipate or explain any changes in the planned intervention or evaluation. Special attention will be placed on the skills, knowledge, and instructional strategies that are necessary to help LEP and SPED students, and emerging readers. The needs of learners, at all developmental levels, will be consistently measured and evaluated. Student performance on the STAAR assessments will be desegregated by Campus Administration, the Site Based Decision Making Team and the entire faculty. Students will be placed into learning tiers according to their district benchmark scores so that students can receive targeted instruction to address their needs. Additionally, teacher performance will be evaluated. After reviewing our school's STAAR data for the past three years, a percent increase for each of the five years of the grant was determined so that student populations including SPED and LEP can increase in positive incremental steps. For example, last year's Reading 6th Grade scores were 54% All, 18% SPED, 21% LEP. Over the next five years the performance measure has been set to increase to 62% All, 40% SPED, 45% LEP (2016), 70% All, 52% SPED, 55% LEP (2017), 76% All, 61% SPED, 64% LEP (2018), 80% All, 67% SPED, 72% LEP (2019), and 85% All, 75% SPED, 78% LEP (2020).

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The processes of collecting data to measure the effectiveness of interventions will be based on research based practices such as utilizing past data as pretests and using simple increase/decrease calculations and t-tests to demonstrate that increases are statistically significant.

The Brownsville ISD and Besteiro Middle School will develop a structured approach to program evaluation. This evaluation will provide systemic information in a timely manner to assist in making executive decision that will affect the curriculum process. This program evaluation will be based on the CIPP model. The program evaluation will have as its foundation the information attained through the Campus Needs Assessment and past STAAR scores. Program goals will be recorded. Throughout the program an examination of program implementation will be conducted, identifying any defects in implementation, and providing feedback to teachers and administration. This will be conducted by the TTIPS Grant Coordinator and campus administration. Information will be documented using formal Walk-through tools. Benchmark scores will be recorded and analyzed, through the use of District Tango Software, with results being shared among all campus stakeholders. Staff Development will be tied to the needs as identified through Benchmark testing. Implementation of staff development will be monitored through classroom visits. The documentation of this data will allow for quick identification and correction of unanticipated outcomes.

This internal evaluation program will allow Besteiro Middle School to meet the TTIPS requirements and monitor the effectiveness of the proposed interventions and strategies. This evaluation will also monitor the quality of teaching and leadership resources on the campus and the cost of sustaining these strategies over time.

The TTIPS Grant Coordinator will meet with the TTIPS committee every month. The team will be made up of department representatives, administration, and support staff. Areas of concern will be discussed and an action plan developed and approved by the Campus Principal before implementation.

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By TEA staff person:

Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The Besteiro Middle School Principal, the TTIPS Grant Coordinator and the TTIPS Committee will meet regularly with the and the TTIPS Committee team which includes the Dean, Assistant Principal(s), and other engaged team members in the transformation to review all formative and summative assessment data. The District Shepard, Principal and TTIPS Grant Coordinator will work together regularly to prepare and evaluate the data each month. The frequency of these formative assessments will allow the campus regular means by which to review data and outcomes. The continuous review of data will allow for the flexibility to make change happen.

In addition, the ability to revise the Needs Assessment and Professional Development Plans will allow for meeting the needs of teachers and students as further identified during formative assessments, walkthroughs, instructional planning times, parent/community meetings, and additional activities as implemented.

District personnel such as Curriculum Specialists, Special Education Administrator(s), and Bilingual Education Administrator(s) can be used as a resource to provide guidance throughout the implementation of the TEA Transformation Model at Besteiro Middle School.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission of the Brownsville Independent School District (BISD) Purchasing Department is to provide efficient and timely procurement services, that maximize the District's resources and promotes its instruction and professional services programs. A database of approved vendors is maintained by the District. All requests for new vendors is advertised through the local newspaper, The Brownsville Herald, and through the District website. Interested parties are asked to submit the necessary information as described on the website. Qualified vendors are then added to the database of approved vendors. BISD does not require that the competitive bid process for Professional Service Contracts be used for \$25,000 or less during 12-month period. A request for a professional quote from several candidates that provide a similar service is made by the interested party. The quotes must include a summary of services to be provided, a summary of experience and professional qualifications. Also, a summary of charges must be included. All quotes are reviewed by the BISD purchasing department to ensure that District and state policies are followed. Once quotes are analyzed and the best option must be submitted for Board of Trustees approval. Only after Board approval may a contract be initiated and executed.

This process will be followed. Once a list of qualified, approved applicants is available, the TTIPS Committee and the SBDM, if different, will convene to review the information. Special attention will be paid to the experience and level of success that each candidate possesses. A close analysis of services to be rendered will be made to ensure that the funds will be used effectively.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When independent contractors are providing services, the TTIPS Grant Coordinator and a member of the Administrative team must be present. It is important that these team leaders be present to ensure that the services are being provided according to the contract. If this is not the case, it is the responsibility of the Principal to contact the Area Superintendent of Curriculum and Instruction for guidance. The District requires the use of an evaluation form to document the evaluation of services. These surveys will be reviewed by the TTIPS Grant Coordinator and a summary submitted to the Principal for discussion. This documentation will ensure prompt action can be taken if service rendered is not up to the level of expertise required by this grant or if the needs of the staff are not being met.

After the service provided by the Independent contractor, the Dean and TTIPS Grant Coordinator will revise the Walkthrough form to ensure that the strategies and skills discussed in the session can be seen in the lessons observed. Special attention will be paid to the level of integrity of which the lesson is provided by the teacher. This information will also be considered when determining the value of the service provided by the Independent Contractor. The Dean and the TTIPS Grant Coordinator will lead the analysis of overall student performance documented after the implementation of the new strategies. Walkthrough notes will provide valuable insight to be used for future conversations with teachers and professional development providers. Necessary changes, whether for the contractor or the instructor, will be discussed and a plan of action implemented.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	The TTIPS Grant Coordinator will be interviewed and hired to ensure full focus be placed on the implementation of the TTIPS grant
2.	A TTIPS Grant Committee will be formed.
3.	A review of new data will be introduced and compared to the data of previous years.
4.	The information obtained through the use of TAIS will be reviewed. The new information will be analyzed using the same process to determine whether any changes were found.
5.	The process of seeking contractors that meet the needs of the campus will commence.
6.	External service providers will be chosen and presented for approval to the Board of Trustees.
7.	Staff development will be provided as soon as the vendor can be utilized. Sessions will be provided at a time that is most conducive to the staff.
8.	The curriculum will be reviewed by department and lesson plans created to include the training that is being provided.
9.	Monitoring instruments will be developed to ensure that the instrument reflects what is being observed.
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Brownsville Independent School District and Besteiro Middle School has received the Texas Literacy Initiative grant (TLI) and is in its fourth year of implementation. This TLI grant complements the TTIPS grant in many ways. TLI is focused on empowering campuses to strengthen student literacy, uses data to identify areas for professional development and monitors instruction as a way to increase student achievement by increasing quality of instruction. The TLI model supports the use of the LASERS model. This models deals with Leadership, Assessment, Standards based instruction, Effective instructional framework, Reporting and accountability and Sustainability as the method to increase reading from infancy to graduation.

The strategies and funding will complement the TTIPS grant. Both grants, in combination to both local and categorical funds will be coordinated to ensure maximum results.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

To Be Determined

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

September 1, 2015

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:

N/A

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Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION**, **TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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<p>Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:</p>	<p>The data, which will mainly be produced using the District Tango program, will include: Benchmark scores, STAAR Summery reports, Yearly Texas academic summery report, teacher failure averages, Student attendance rates per teacher, campus attendance rate. An individual baseline for each student will be determined using the previous year STAAR information. Benchmark scores, recorded by tested standard, will be documented and used as a reference in determining whether more services are necessary. The final success measure will be the final STAAR exam.</p>
<p>Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:</p>	<p>Walkthroughs and T-Tess will be utilized to observe the instructional practices of all personel. Assessment tools will be monitored to ensure that the tool reflects the instruction taking place. Student passing rates on both classroom assessments and benchmarks will be analyzed. A high failing rate will identify a concern that must be rectified immediately. The Dean, or other mentor, may be assigned to provide support and guidance to ensure proper instructional deliverance.</p>
<p>Describe how the evaluation system was developed with teacher and principal involvement:</p>	<p>The TTIPS Committee, which is made up of various department staff members, administrators and community members, review pertinent campus information and analyzed it using the TAIS process. Insightful discussions lead to the development of campus goals. Finding a way to measure progress toward the successful conclusion of these goals was a process that required input from all parties and led by the Internal Evaluator from the District's Grants Department.</p>

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

Teacher stipends for all testing teachers who were able to demonstrate a passing rate consistent with state requirements.
The stipend rate and qualification will be determined by the TTIPS Grant Committee under the guidance of the campus Principal and the TTIPS Grant Coordinator.
The plan will be presented to the District Superintendent for approval before being presented to the staff and faculty. This plan will clearly identify the requirements by which this stipend will be awarded.

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

In order to assist teachers who are struggling to improve professional practice constant monitoring of instruction is mandatory. Constant classroom visits by administrators and the TTIPS Grant Coordinator will assist in identifying the teacher. Once the teacher is identified the following actions will be implemented:

- A high performing mentor teachers will be assigned;
- Individualized professional staff development will be assigned;
- A timeline will be established to monitor improvement;
- Weekly feedback sessions will take place between the Dean and the teacher in need;
- Opportunities will be provided for the struggling teacher to observe other teaching styles.

Describe the criteria established for educator removal:

District policy will be followed in collecting data for the removal of a teacher. The documentation strategies discussed in the Marginal Teacher will be used in ensuring that all opportunities are given for improvement before removal is initiated.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**. Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

N/A

Indicate if the campus will partner with community-based provider to deliver the preschool.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

N/A

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff, including rehires and new hires:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
<p>Name and describe the study/studies examined that support the efficacy of the model selected.</p> <p>Include information about the study's sample size and multi-site sampling.</p> <p>Include key findings showing impact on student achievement.</p> <p>Additionally, provide citations for the study publications:</p>	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Academic Performance/Improve the Instructional Program

Planned Intervention**Period for Implementation**

1.	STAAR scores improvement in Math, Reading and Writing for the SPED students in 6th, 7th, and 8th grade	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	STAAR scores improvement in Math, Reading, and Writing for the LEP students in 6 th , 7 th , and 8 th grade	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	STAAR scores improvement in Social Studies and Science for the SPED students in 8 th grade	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	STAAR scores improvement in Social Studies and Science for the LEP students in 8th grade	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Increase Teacher Quality

Planned Intervention**Period for Implementation**

1.	Provide staff ongoing, high quality job-embedded professional development, e.g. Gaille Fuller for Reading and Math.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Monitoring tools will be developed to mirror the instruction to be delivered.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	High quality, ongoing staff development aimed at reaching the Special Education and Bilingual student will be provided to all staff.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Target and discuss implementation of effective instructional strategies during department and team meetings.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Greater utilization of vertical and horizontal planning will take place during planning sessions.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Struggling teachers will be given every opportunity to improve teaching ability. Teachers not improving their professional practice will be removed.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.	Recognize and provide financial incentives to staff members that have increased student achievement.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Increase Leadership Effectiveness

Planned Intervention**Period for Implementation**

1.	Determine, with teacher and administrative input, specific expectations to include subject timelines, lesson plan due dates, teacher expectations/procedures.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Increased monitoring using rigorous, transparent and equitable evaluation, to assure delivery of high quality instruction by staff.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Develop a reward/incentive system for school leaders through the TTIPS Grant Committee.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
4.	Implement a reward/incentive program for school leaders.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Work closely with Brownsville Human Resource Department to retain and recruit staff with ability and skills needed to meet the needs of the Besteiro Middle School students.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Work with the Master Schedule and the school calendar to increase learning opportunities for the students at Besteiro Middle School.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Increase Use of Quality Data to Inform Instruction

Planned Intervention**Period for Implementation**

1.	Provide ongoing, high quality staff development on the available District programs used to gather and analyze student data, e.g. Tango, Eduphoria.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Targeted instruction based on increased analysis of quality data and observation.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Accelerated instruction will be incorporated into lesson planning based on increased analysis of quality data and high quality staff development.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Bi-weekly meetings will be held to discuss student progress and discuss strategies needed to provide the necessary instruction.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Constant and consistent monitoring will be done to ensure that scores are reflective of student ability.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:***Increase Learning Time*****Planned Intervention****Period for Implementation**

1.	The bell schedule will be modified to reduce the time spent on the morning announcement/Channel One.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	The transition time between classes will be reduced by one minute to provide additional instructional time.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 Year 3
3.	Students will be offered the opportunity to receive homework assistance during lunch period tutoring sessions.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	The school will offer an elective period which is intended to address the needs of Special education and ELL Students needing additional academic support	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Greater use of after-school tutorials will be implemented by scheduling grade and need specific sessions.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Create more academically focused clubs (Math Club, Science Clubs, Running Club) to increase the love of learning and provide extended learning opportunities.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.	Partner with outside organizations to create job-embedded learning opportunities and increase opportunities for civic involvement.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Increase Parent/Community Engagement

Planned Intervention**Period for Implementation**

1.	Increase the ability of parents to access the internet thus increasing their opportunity to become involved in their child's education.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Increase parental engagement through sessions geared at improving their own academic ability, adult literacy, technology classes.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Host Parent Nights to increase awareness of curriculum being taught, e.g. Science Night, Poetry Night.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Invite community members to become more involved by creating specific learning opportunities, e.g. Chinese Culture Night, Mexican Music Night.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Increase the span of Career Day by developing group studies where the student would decide on a career, visit with/interview someone in that career and plan their educational steps to reach that goal.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Invite students who graduated from Besteiro Middle School and went on to reach the goal that they had set for themselves to come and speak to the students at the campus.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:***Improve School Climate*****Planned Intervention****Period for Implementation**

1.	Increase the number of staff, and faculty to reduce student tardiness and disruption between classes.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Formulate a discipline committee which will outline procedures to ensure student behaviors are addressed appropriately and a positive culture can be maintained.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Ensure that all classrooms are properly equipped with computers, SMART boards and projectors so that technology can be integrated into every lesson.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Provide ongoing, high-quality staff development to ensure that the available technology is used in providing instruction.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Provide student and family support by counselors to ensure that all basic needs are met so that learning can occur.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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